DOCUMENT RESUME

ED 124 264 JC 760 346

AUTHOR	Kirby, E. B.
TITLE	CYCC's Entering First-time Freshmen, and Transfer Students, Fall, 1975.
INSTITUTION	Central YMCA Community Coll., Chicago, Ill.
PUB DATE	May 76
NOTE	60p.; Information forms in Appendix A were reproduced from best copy available, may be marginally legible
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Age; Community Colleges; Educational Background; *Junior Colleges; *Junior College Students; Married Students; *National Norms; Parental Background; Racial Distribution; Sex (Characteristics); Socioeconomic Background; *Student Characteristics; *Urban Schools
IDENTIFIERS	*Central YMCA Community College

ABSTRACT

In order to obtain a profile of Central YMCA Community College (CYCC) entering students, CYCC participated in the 1975 American Council on Education and UCLA survey of incoming freshman students. At CYCC, the survey was administered in class to 322 students (187 first-time, full-time freshmen, 133 transfers-in, and 12 part-time freshmen). The entire CYCC entering population was 1,154. The national sample consisted of 300,000 students in 562 postsecondary institutions. This document compares the CYCC student body to the national sample. Although the national sample was almost evenly divided between males and females, the CYCC sample contained two and a half times as many females as males. The national sample was nine percent black, while CYCC's sample was about 80 percent black. The percentage of Puerto Ricans, Orientals, and Mexican-Americans was also higher at CYCC than nationally. The CYCC student body exceeded the national norm in the percentage of students who had never completed high school, or who were significantly delayed between high school and college. CYCC students were significantly older than the national norm, and were ten times as likely to be married. CYCC students also tended to be poorer, and had parents with less education and lower income levels than did students in the national sample. (Author/NHM)

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CYCC's Entering first-time Freshmen, and Transfer Students Fall, 1975

E.B. Kirby, Ph.D./IRD
May, 1976

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In May 1975, CYCC decided to gather empirical data on a sample of incoming Freshmen students. Planning for administration of the data gathering instrument began immediately. Administration dates had to be approved, questions of institutional interest needed to be prepared, cooperation of faculty whose classes were included in the random sample had to be secured. A date was chosen and cleared; then that date was chosen for a full day of faculty orientation on institutional objectives. Another date was selected after checking with the Cooperative Institutional Research Program (CIRP) at UCLA to find out whether late questionnaire responses would, (a) be processed, (b) be included in the annual survey. A time-table is appended (see Appendix A) to give some notion of the planning involved for a school wide survey of Freshmen.

Nine hundred Student Information Forms (SIF,1975) were ordered. Our information indicated that first-time, full-time Freshmen students at 211 West Wacker Drive included 421 men and 733 women. Thus the sample would be large enough to allow for various unexpected events. Had it been possible to administer SIF on the date chosen originally, and cleared, the return rate would have been higher, thus making the whole process both more valuable and more economincal. There undoubtedly would have been some late returns (after the forms had been sent for processing), some unusable forms, and some refusals to schedule administration of the form. As it turned

out, more transfer students than expected responded. Fewer first-time, full-time students, and fewer part-time students responded. However, since there is a dearth of information about out transfer-in students, there has certainly been an information gain.

Finally, although later returns would not be included in national norms, permission was given by CIRP to administer the remaining 1975 forms during the academic year. Clean, returned forms are being used to assess the Extension student body. One hundred-eighty forms are at the Sears YMCA Extension; others will be distributed shortly.

Table 1

Student Information for 1975
Sex Distribution by Student Attendance

	% Male	% Female	Total Students
National	53.2	46.8	----
CYCC First-time Freshman	26.7	73.0	187
CYCC transfers in	34.6	65.4	133
CYCC part-time	33.3	66.7	12

CYCC's first-time Freshmen differ from the National sample in sex distribution. Males are underrepresented while females are overrepresented. The divergence decreases when Transfers-in are looked at. Responses may be sex biased since respondent

proportions differ from actual entering Freshmen proportions; similar information about the transfers is not available but a good guess is that it follows the same sex pattern: we would expect female Transfers-in to outnumber male Transfers-in. There is a good chance that an entering first-time Freshmen at CYCC will be a woman, and an even better chance that a respondent to SIF will be a woman.

The racial background of CYCC's entering Freshmen is over nine hundred percent blacker than that of the National sample. CYCC has a higher per centage of Puerto-Rican Americans, and a far lower per centage of white/Caucausian Americans than the National norms. No entering CYCC Freshmen chose the racial option "Oriental".

Transfers-in to CYCC, Fall 1975 are similar in racial background to first-time, entering Freshmen in most respects. The differences--larger per centages of Oriental, Mexican-American/Chicano, and Puerto-Rican-American--are interesting and bear watching. The smaller per centage of white/Caucasian transfers is another departure from the Freshmen pattern. Statements made earlier comparing Freshmen and National norms hold for Transfers-in, only the per centages, as indicated above, differ. National, CYCC Freshmen and Transfers-in figures are given on the next page.

Table 2

Student Information Form [1] 1975
Freshman Racial Background

Background	%CYCC	%National	%Transfers
White/Caucasian	3.1	86.5	1.6
Black/Negro/Afro-Amer.	84.0	9.0	78.9
Amer. Indian	.6	.9	0.0
Oriental	0.0	1.5	3.3
Mexican-Amer./Chicano	1.2	1.7	2.4
Puerto Rican-Amer.	8.0	.7	[illegible].6
Other	4.9	1.9	4.9

1. If respondent chose more than one (1) option, total per cent will exceed 100.0%.

CYCC's Freshmen are unique in their high proportion of black and Puerto-Rican members, as well as in their lack of white peers. The Freshmen sample is unique in lacking Oriental representatives, but perhaps if the designation had been "Oriental American" the results would have differed. The transfer-in per centage of Orientals is more than twice that of the national sample, so sampling error might be the explanation.

Eighty-three per cent of CYCC's Freshmen report average grades in high school (grades between B and C). Sixty-one per cent of the national norms for grades fell in that range. The national sample included 18% of A grades, almost 9 times CYCC's Freshmen 2.3%. CYCC's Freshmen students report that 3.4% of them had D averages in high school; the national figure was .5%. Over 90% of the Transfers-in report grades between B+ and C as their high school average. Ten per cent of these averages are listed as B+, 54% are C. Small groups--3.1%, and 3.8% respectively--received average grades of A and D.

Most of the Freshmen respondents graduated in 1975: 92.3% of the national sample; 52.0% of CYCC's group. Eighty per cent of CYCC's responding first-time, full-time Freshmen report high school graduation, with 17.1% stating that they graduated in 1972 or earlier. Thus, roughly 30% of Freshmen CYCC students in this sample did not enter college until one year or more after high school graduation. An additional 6% took the high school equivalency option. Fourteen per cent never completed high school. Table 3 gives the comparative figures.

Table 3

Student Information Form 1975
Year Graduated from High School

Category	% CYCC	% National	% Transfers
1975	52.0	92.3	0.0
1974	5.1	3.1	13.5
1973	5.7	.9	10.5
1972 or earlier	17.1	2.2	39.8
H.S. equivalency (G.E.D.)	5.7	.8	15.8
Never completed H.S.	14.3	.6	20.3

CYCC's 1975 entering first-time Freshmen are unique in a) the high per cent who never completed high school, b) the delay between completion of High School and entrance to college, 3) the high per cent who obtain their high school equivalency credential. Transfers-in differ from the entering first-time Freshmen, and from the national norms in all respects. As expected, there are no 1975 high school graduates. The highest per cent of CYCC transfers graduated from high school four or more years ago. One-fifth of this group, for whom CYCC is at least their second college, never graduated from high school. Another 16% achieved high school equivalency, thus 36% of the transfers did not follow the traditional route to postsecondary education. CYCC may be unique in what it offers transfers, the racial and educational background of its transfers as well as other aspects of their experience and needs.

Also as might be expected, CYCC's entering Freshmen are

older than the national sample. The national norms find that in this group 73.6% are 18 years old. Only 33.2% of CYCC's Freshmen students are that age. Thirty-five per cent of CYCC's Freshmen are between 20 and 29 years old, compared with five per cent on the national norms. An additional 13.6% of CYCC's first-time Freshmen are over 30, while only .8% of the national sample falls in that range. The figures are:

Table 4

Student Information Form 1975
Age by 12/1/75

Category	%	% National	% Transfers
16 or younger	0.0	0.1	0.0
17	2.2	3.7	0.0
18	33.2	73.6	1.5
19	16.3	16.7	8.4
20	9.2	2.0	15.3
21	4.9	.9	9.2
22	2.2	.6	9.9
23-25	8.7	1.0	21.4
26-29	9.8	.6	14.5
30 or older	13.6	.8	19.8

CYCC's entering Freshmen, except for the 19 year old cohort, exhibit a pattern quite different from the national one. This CYCC pattern bears little resemblance to the national one in which 96% of the students are between 17 and 20 years old. Only 62% of CYCC's entering Freshmen were in these age groups.

The Transfers-in do not match either of the other samples. Virtually all (97.5%) of them are over 19 years old. Sixty-five per cent of them are over 22 years old--the traditional model age for graduation from a four year college.

CYCC's students would be expected to display marital status patterns different from the National norms--and they do. Ninety-eight per cent of the National sample, compared to CYCC's 82% chooses "not presently married"; 1.7% of the national sample and 11.6% of the CYCC sample is "married, living with spouse". A small percentage of the National sample (.4%), but 6.7% of the CYCC sample is "married, not living with spouse". A far greater per centage (about 350%) of the CYCC students have been married and have separated, than have been married among the National norms group.

Two-thirds of the Transfer-in students are "not presently married". Roughly two-tenths of the Transfers-in are "married, living with spouse"; one-tenth is "married, not living with spouse". Age is one factor in these findings, but probably not the most important one.

Age might account for the much higher per centage of Veterans among CYCC entering Freshmen (7.9%) than is found in the national sample (2.5%). It is of interest to note that both the CYCC and National norms list the same level of female Veterans (.8% and .9%, respectively).

Slightly more than half of CYCC's entering Freshmen (57%) state that their high school program was college preparatory. This response is quite different from that of the National sample (85.8%).

When asked,"How well do you feel that your high school prepared you?", CYCC entering Freshmen were very well prepared by their history, social sciences (38.3%), their musical and artistic skills (31.6%), and science (26.7%). Roughly one-fourth of CYCC's entering Freshmen (compared to 30.8% National norms) report being very well prepared in reading and composition. The National norm Freshmen contained a higher per cent of students who felt well prepared in history, social sciences (40.6%), reading and composition (30.8%), and science (32.3%). The National sample had a lower per centage of members who felt very well prepared in music and artistic skills (22.9%). These comparative figures, plus others, are given below.

Table 5

Student Information Form 1975
Per Cent of Freshmen Student Very Well Prepared
By High School Program

Category	% CYCC	% National	% Transfers
Math Skills	19.3	27.7	27.0
Reading & Composition	23.9	30.8	28.0
Foreign Languages	14.0	15.4	7.0
Science	26.7	32.3	25.6
History, Social Science	38.3	40.6	33.6
Vocational Skills	25.5	19.0	26.1
Music and Artistic Skills	31.6	22.9	29.2
Study Habits	23.2	17.8	24.2

As can be seen, neither group was well satisfied with the foreign language preparation. High school vocational skills training received by CYCC entering Freshmen prepared a higher per centage of them well than was the case with the National sample. Apparently, high schools are seen less favorably with a) the passage of time, b) one or more presumably unsatisfactory postsecondary experiences. Compared with the National sample, CYCC Transfers-in gave lower per centage ratings for preparations in all areas except vocational skills, music and artistic skills, and study habits. Compared with the CYCC Freshmen, Transfers-in gave lower per centage ratings in all areas except math, reading and composition; ratings for science, vocational skills, and study habits were similar. It would be interesting to determine the accuracy of these subjective assessments: are CYCC Transfers-in better in math skills than CYCC first-time, entering Freshmen? Are CYCC first-time Freshmen prepared better by their high schools in history and social sciences than Transfers-in were by theirs? Did the Freshmen and Transfers-in attend the same high schools?

The questions asking whether this college was the student's first choice yielded a high per centage of affirmative response (63.1%) but the national per cent was even higher (78.2%). In view of feelings expressed at CYCC, this finding is more than reassuring. Slightly over half (52.5%) and slightly less than half (46.3%) of the CYCC and National sample Freshmen, respectively, had applied to no other college. Thus it is not surprising that

slightly over half of the CYCC Freshmen (51.9%) received no other acceptances. It is interesting that although 26.2% of CYCC's Freshmen applied to no other college, 28.3% received acceptances from one other college; the respective National sample per cents are 20.3% and 32.3%.

Among the Transfers-in, 63.9% had applied to no other college. For the Transfers-in, CYCC was listed as first choice by 61.7% and second choice by 28.1%. Seventy-two per cent of the Transfers-in stated that they were accepted by their first choice college. It is impossible to determine, since the Student Information Form was designed for Freshmen entrants, which "first choice"(the original, or the transfer) school is the referent here. CYCC was the second choice for 26.7% of the entering Freshmen, which when added to the first choice per cent indicates that 90% of the entering Freshmen are pleased to be here; the corresponding national sample figure is 95%, while that for the Transfers-in is 62%.

Important reasons relating to selection of CYCC include 1) "it will help me get a better job--62.2%, 2) "this college offers special educational programs--51.0%, 3) "I was offered financial assistance--43.0%, 4) "this college has a good academic reputation--36.0%. Reasons which were NOT important to CYCC Freshmen in making their decision to attend CYCC include 1) "teacher advised me"--5.0%, 2) "a college representative recruited me"--6.1%, 3) " I wanted to live away from home",--

7.6%, and 4) "my relatives wanted me to come here"--9.0%. Both the influential and non-influential reasons for selection of CYCC present some surprises: both CYCC and the National sample rank economic necessity and the training function of college first (national sample 50.9%); special educational programs ranks third for the National sample (28.2%) but CYCC entering Freshmen rate it higher than the National norm first choice. Then, too, "special programs" might mean something like aero-space engineering, or veterinary surgery for the National sample, and something like pre-college math and English for the CYCC sample: these are moot points for no definitions were given. "Good academic reputation" receives much greater attention (47.5%) from the National sample which ranks it second, than from CYCC Freshmen. Finally, "offered financial assistance" exerts a strong pull on CYCC students (not surprisingly) but is much less influential for the National sample. Least influential for the National sample were 1)"could not get a job"--3.9%, 2) "college's representative recruited me"--4.2% (ranked in the same place by CYCC Freshmen), 3) "teacher advised me"--4.8%, and 4) "a friend suggested attending"--7.1%. Transfers-in ranked "getting a better job"--74.1% first, "offers special educational programs"--55.6%, second, "good academic reputation" --40.4%, third, and "offered financial assistance"--36.7%, fourth. The reasons are the same as those given by the CYCC Freshmen, with only the third and fourth items reversed. With the exception of "offered financial assistance", the Transfers-in per centages are consistently higher. Least

influential among the reasons, in order, are: "wanted to live away from home"--3.1%, "college's representative recruited me"--3.2%, "teacher advised me"--4.1%, "relatives wanted me to come here"--5.9%. The Transfers-in choose, but rank differently, the same set of least influential reasons for choosing CYCC as do the Freshmen. Finally, for both groups, in contrast to the National sample, (3.9%), "could not get a job" emerges as a reason for attending college: Freshmen--21.0%, Transfers-in--25.8%, and so does "a friend suggested attending":

Table 6

Student Information Form 1975
Important Reasons for Selecting this College

Category	% CYCC	% National	% Transfers
relatives wanted me to come here	9.0	8.0	5.9
wanted to live away from home	7.6	14.0	3.1
teachers advised me	5.0	4.8	4.1
has a good academic reputation	36.0	47.5	40.4
offered financial assistance	43.0	16.7	36.7
advice of someone who attended	16.3	16.6	22.9
offers spec. educational programs	51.0	28.2	55.6
has low tuition	14.4	24.7	16.0
advice of guidance counselor	13.7	8.4	9.4
wanted to live at home	28.5	14.1	11.1
could not get a job	21.0	3.9	25.8
a friend suggested attending	15.5	7.1	17.3
college's rep. recruited me	6.1	4.2	3.2
it will help to get a better job	62.2	50.9	74.1

Freshmen--15.5%, Transfers-in--17.3%, National sample--7.1%.

Among the Freshmen in the National sample, 3.7% stated they did not plan to earn a college degree, 7.8% sought Associate degrees and 34.7% had the goal of a Bachelor's degree. An additional 28.3% wished to achieve a Master's level degree. Among the CYCC Freshmen the per cents are: 7.6% no degree, 22.7% Associate, 25.2% Bachelor's, 26.9% Master's. The respective figures for the CYCC Transfers-in are: 6.4% no degree, 13.8% Associate, 35.1% Bachelor's, 22.3% Master's. The Transfers-in thus emerge as a) more like the National norms in terms of educational aims, and b) more motivated to achieve, more reality oriented, more aware of how the educational system works. The Transfers-in were, of course, educationally sophisticated--they had already "been to college"--but they were realistic seekers as well. The chart below gives the figures:

Table 7

Student Information Form 1975
Highest Degree Planned Anywhere

Category	% CYCC	% National	% Transfer
None	7.6	3.7	6.4
A.A. or equiv	22.7	7.8	13.8
B.A.	25.2	34.7	35.1
M.A.	26.9	28.3	22.3
Ph.D., Ed. D.	5.9	9.1	8.5
M.D., D.D., D.V.M.	1.7	7.3	2.1
L.L.B., J.D.	2.5	4.8	3.2
B.D.	1.7	.6	0.0
Other	5.9	3.8	8.5

It is interesting to note that when asked "What is the highest academic degree that you intend to obtain at this college?" 24% of CYCC's Freshmen choose degrees beyond the Associate level. Twenty-two per cent of the Transfers-in likewise choose degrees beyond those CYCC is empowered to grant. There is apparently considerable confusion about the purposes and degree granting ability of CYCC among one-fifth to one-quarter of its incoming students. Such confusion is bound to lead to disappointment for students. It probably also lowers retention rates.

The Student Information Form solicited responses about probable major. Only one clear choice emerged for the 1975 National Freshman sample: business, which attracted 18.9%. The CYCC Freshmen gave three strong choices: business, 32.0%, health professions and other technical fields, both 15.6%. CYCC Freshmen choices thus account for two-thirds of the respondents. CYCC Transfers-in make similar choices at slightly different levels, and add a surprising fourth: business, 27.6%, other technical fields, 18.4%, health professions, 15.8%, and social sciences, 10.5%. Seventy-two per cent of the Transfer-in choices are accounted for by these four major fields. As can be seen below, CYCC students in this study differ from the National norms in a) their definiteness about major fields, and b) the paucity of fields chosen;

Table 8

Student Information Form 1975
Probable Major Field of Study

Category	% CYCC	% National	% Tranfers
Agriculture	0.0	3.9	0.0
Biological Sciences	0.8	6.3	5.3
Business	32.0	18.9	27.6
Education	8.2	9.9	7.9
Engineering	2.5	7.9	0.0
English	.8	1.0	1.3
Health Professions	15.6	7.3	15.8
History, Political Sci.	1.6	3.5	0.0
Humanities (other)	.8	2.1	1.3
Fine Arts	3.3	6.2	3.9
Mathematics & Statistics	0.0	1.1	0.0
Physical Science	1.6	2.7	0.0
Social Sciences	8.2	6.2	10.5
Other Technical Fields	15.6	8.6	18.4
Other Non-technical Fields	8.2	9.5	5.3
Undecided	0.8	5.0	2.6

CYCC students distinguish to some extent between college Major Fields and probable career or occupation. The first-time Freshmen chose as probable major business, health professions, other technical fields. As probable career they chose, in descending order, other occupation 39.0%, businessman and health professional both 18.1%, undecided 12.4%. Among the National sample, other occupation is chosen by 25.2%, business

by 13.8%, undecided by 13.7%. Thirty-five per cent of the Transfers-in selected other occupation, 21.1% opt for business, 18.4% for health professional, and 10.5% for nurse. It would be interesting to have more data on the contents of "other occupation". The categories given do not cover all the fields listed among the major fields.

Table 9

Student Information Form 1975
Probable Career Occupation

Category	% CYCC	% National	% Transfers
Artist (incl. performer)	1.0	5.2	2.6
Businessman	18.1	13.8	21.1
Clergy or Relig. Worker	0.0	0.7	0.0
Doctor (M.D.,D.D.S)	1.9	5.1	1.3
Educator (College Teacher)	0.0	0.6	0.0
Educator (Secondary)	1.9	3.5	2.6
Educator (Elementary)	1.9	3.0	0.0
Engineer	1.0	5.9	0.0
Farmer or Forecaster	0.0	3.7	0.0
Health Professional(non -M.D.)	18.1	8.8	18.4
Lawyer	1.0	4.0	0.0
Nurse	3.8	4.8	10.5
Research Scientist	0.0	2.0	0.0
Other Occupation	39.0	25.2	35.5
Undecided	12.4	13.7	7.9

One interpretation arising, which needs to be checked out, has to do with the apparent literal mindedness of CYCC students.

They choose major fields and replicate career choices where the occupational and major designations are identical: health professions, business. Such an approach could lend considerable bias to the results described in the two foregoing sections. Some clarity may be introduced by examining parental occupation in these three student groups. (see page 19)

Table 10

Parental Occupation
Student Information Form 1975

Category	% CYCC		% National		% Transfer	
	Father	Mother	Father	Mother	Father	Mother
Artist including performer	1.3	0.0	0.7	0.7	1.4	0.0
Business	2.6	2.9	26.4	8.4	8.6	2.5
Clergy/religious	0.0	2.9	1.0	0.1	0.0	0.0
Educator (college teacher)	0.0	0.0	1.2	0.5	0.0	2.5
Doctor (M.D., D.D.S.)	1.3	0.0	2.2	0.2	0.0	1.2
Educator (secondary)	0.0	1.9	2.0	1.9	0.0	0.0
Educator (elementary)	0.0	1.9	0.7	3.8	0.0	2.5
Engineer	3.9	0.0	6.9	0.1	1.4	0.0
Farmer, Forester	1.3	0.0	4.4	0.2	4.3	0.0
Health Professional (non-M.D.)	2.6	0.0	1.1	1.2	0.0	2.5
Lawyer	0.0	1.0	1.4	0.2	0.0	0.0
Military Career	2.6	0.0	1.6	0.0	0.0	0.0
Research Scientist	0.0	0.0	0.6	0.1	0.0	0.0
Skilled worker	27.3	1.9	17.6	0.8	30.0	2.5
Semi-skilled	23.4	5.7	9.5	4.0	27.1	7.5
Unemployed	9.1	20.0	3.1	9.7	14.3	19.8
Other Occupation	24.7	61.9	19.7	68.1	12.9	59.3

Analysis of respondents views of parental occupation indicates that a sizable proportion of mothers in all three groups (31.9% national sample, 38.1% CYCC Freshmen, and 41.7% Transfers-in) are occupied other than in housekeeping or would like to be. The per cent for the National sample is lower than that for the National generality for mothers with children aged 5-17; the CYCC samples are similar to the nationwide average. In the CYCC samples, roughly one-fifth of the mothers are unemployed. For these samples, of those having gainful employment, the largest single per cent is semi-skilled. The unemployment rate for fathers of respondents is higher than the national sample: national sample, 3.1%, CYCC Freshmen 9.1%, Transfers-in 14.3%. Roughly one-half of the CYCC fathers are in semi-skilled or skilled occupations compared with approximately one-quarter for the national sample. Few parents of CYCC students are in business or the health professions. These occupations were the favored choices of current CYCC Freshmen and Transfers-in who responded to the 1975 Student Information Form.

CYCC's students' current religious preference again differentiates them from the national sample. The table below lists only the more popular denominations.

Table 11

Student Information Form, 1975
Current Religious Preference

Category	% CYCC	% National	% Transfers
Baptist	44.9	13.8	35.4
Methodist	3.1	10.4	5.1
Roman Catholic	23.6	34.0	23.2
None	11.0	10.3	19.2
Other	17.4	31.5	17.1

The CYCC Freshmen and Transfers-in groups contain a large proportion of students who prefer the Baptist donomination. These groups also contain a sizable proportion of Roman Catholic students. The three denominations of Baptist, Methodist and Roman Catholic account for the religious preference of 71.6% of CYCC's Freshmen and 63.7% of CYCC's Transfers-in. Fifty-eight per cent of the National sample's religious preference is accounted for by these denominations. There appears to be a significant difference between the CYCC Freshmen and the National sample regarding religious preference. CYCC Freshmen preferences favor the Baptist denomination.

There appears to be a significant difference between the Transfers-in and the other two groups with regard to "none" as a religious preference. Almost one-fifth of the 1975 Transfers-in sample chose the "none" option; one-tenth of the other groups also did. Nevertheless, the CYCC student emerges with strong religious preferences and these can be compared with the parental preferences so that stability of preference can be estimated.

Table 12

Religious Preferences of Parents of Student Information Form 1975 Respondents

Category	% CYCC		% National		% Transfers	
	Mother	Father	Mother	Father	Mother	Father
Baptist	53.7	47.5	14.9	14.0	49.5	43.9
Methodist	4.1	4.0	12.0	11.5	7.5	7.3
Roman Catholic	23.6	17.8	35.6	34.2	26.9	23.2
None	3.3	19.8	3.7	7.6	3.2	12.2
Other	15.3	11.2	33.8	32.7	12.9	13.4

Table 12, and the preceding one, indicate that CYCC Freshmen and Transfers-in come from families which are atypical in the responses to own and parental religious preference when compared with a National sample. In addition to differences mentioned earlier, we find that a significantly larger number of student fathers are reported to have no religious preference by their offspring. Further, the per centage in this category is most inflated for the CYCC first-time Freshmen--almost three times the National norm per cent. Such a finding is particularly surprising in a group where the Baptist and Roman Catholic denominations account for the majority of the variance, where participation of fathers in those denominations is high (although slightly lower than the participation of mothers). The per cent of mothers reported as having no religious preference is a) very low, around 3.0%, b) constant across all three groups, CYCC Freshmen, Transfers-in, the National sample, c) much lower than student self-response in the three groups.

Another background variable worthy of investigation is parental educational achievement. Examination of parental school achievement permits tentative answers to questions about

Table 13

Parental Educational Background
SIF 1975 Respondents

	%CYCC		%National		%Transfers	
	Mother	Father	Mother	Father	Mother	Father
grammar school or less	24.8	27.6	5.0	7.5	24.0	36.3
some high school	33.6	28.5	11.6	13.5	32.0	22.0
high school grad	21.9	25.2	42.2	28.9	31.0	33.0
post secondary other than college	2.9	1.6	6.5	4.1	3.0	0.0
some college	10.2	11.4	14.0	13.7	4.0	4.4
college degree	5.1	3.3	14.0	17.8	5.0	2.2
some grad school	.7	.8	2.0	2.2	0.0	0.0
grad degree	.7	1.6	4.8	12.3	1.0	2.2

In the National sample, the categories ending with "high school graduate" account for the educational background of 58.8% of the mothers and 49.9% of the fathers. By contrast, the same categories include 80.3% and 81.3% of the CYCC Freshmen mothers and fathers and 87.0% and 91.3% of the Transfers-in mothers and fathers. That the respondents were in postsecondary institutions when replying to the question is one index of mobility, i.e. achieved mobility. On this level, CYCC students, both Freshmen and Transfers-in, appear more upwardly mobile than their parents, the majority of whom had not graduated from high school. Per cents of mothers and fathers who graduated from college, as can be seen on Table 12 yielded a) highest per cent for National sample fathers, followed by National sample mothers, b) mothers of both CYCC Freshmen and Transfers-in--5%--were higher than the respective fathers--3.2% and 2.2%, c) for the National sample a higher per cent of fathers have achieved the Bachelor's degree, d) for the CYCC samples, a higher per cent of mothers have achieved the Bachelor's degree but both groups are far below the National sample of parents with Bachelor's degrees. Examining student intentions, or plans, in the light of parental performance is another way of assessing mobility strivings. One-quarter of CYCC Freshmen stated (see Table 7., p. 13) that they planned to conclude their formal education with a bachelor's degree. This is five times the per cent of their mothers achieving this educational level, and eight times the per cent of their fathers achieving this educational level. Thirty-five per cent of the Transfers-in had the same aim, seventeen times the paternal academic achievement per cent, and seven times the maternal

academic achievement, and .4% lower than the National sample's goal. Even with the inevitable failure to achieve, on the part of some, these CYCC aims do represent upward mobility both in achievement (college attendance) and striving (setting the goal of a college degree).

Fulfillment of mobility strivings frequently requires external assistance of various kinds. CYCC's student needs for assistance, while including the academic and vocational aspects common to all college students, are heavily financial. Table 14, below, lists the respondents' assessments of their understanding of the major reason why they are receiving financial aid. As can be seen, CYCC's students both Freshmen and Transfers-in,

Table 14

Major Reason for Receiving Financial Aid
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
financial need	81.5	61.8	89.4
academic talent	9.6	23.4	10.3
athletic talent	3.9	7.1	2.6
other special talent	4.0	5.6	7.7

differ from the National sample in a) assuming awards were made on the basis of financial need, and b) a much smaller proportion feeling that the basis of awards was academic or athletic talent. With regard to special talents other than academic or athletic, the Transfers-in (7.7%) cite them as the major reason for receiving financial aid; the national sample per cent was much lower (5.6%)

and so is the CYCC entering Freshmen figure (4.0%). Such talents could include artistic, literary dramatic, and musical; unfortunately, they remain unspecified.

While students, in general, report "some concern" about financing college (national 47%, CYCC Freshmen 40%, Transfers-in 34.5%), a large per cent of CYCC's students report it as a "major concern": Transfers-in--50.4%, CYCC Freshmen--41.3%, national--16.4%. Thus over 80% of the CYCC groups, as compared with 60% of the National sample, are anxious about college costs.

Table 15

Concern about Financing College
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
no concern	18.7	36.7	15.1
some concern	40.0	47.0	34.5
major concern	41.3	16.4	50.4

In addition, while close to 80% of the National sample receives some financial support from parents or family, only 20% of the Transfers-in and 35% of the CYCC Freshmen expect such help. The amounts vary also. While 7.1% of the National sample expect over $4,000. in parental or family aid or gifts toward their first year's educational expenses, only 0.9% of the CYCC Freshmen and 2.5% of the Transfers-in choose this amount. In fact, among those expecting any help, more students in all three samples select the $1.00-1,499 category than any other. However, as can be seen from examination of Table 16, the three

patterns are dissimilar.

Table 16

Support from Parental or Family Aid
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
none	64.6	20.2	80.2
$1 - 499	19.5	27.0	7.4
$500 - 999	6.2	13.9	3.7
$1000 - 1999	4.4	15.3	1.2
$2000 - 4000	4.4	16.4	4.9
over 4000	0.9	7.1	2.5

Age of the Transfers-in, their experiences and expectations, differ from the other groups. Likewise, the National and CYCC samples differ economically, racially, and religiously. All of these factors plus a host of others, doubtless influence the patterns of response described.

Many Federal and State educational grants are available to Americans. Extent of use of such funds is assessed by the Student Information Form. Half of CYCC's 1975 Freshmen sample received $1,000--1,999. from BEOG. Amounts in the same category were received by 42.5% of the Transfer-in sample. Only 6.9% of the National sample received BEOG grants of $1,000--1,999. Seventy-three per cent of the National sample, compared with 24.7% of the Transfers-in and 16.7% of the CYCC Freshmen samples, received no BEOG funds.

Table 17

Support of Basic Educational Opportunity Grant Student Information Form, 1975

Category	% CYCC	% National	% Transfers
none	16.7	73.4	24.7
$1 - 499	10.8	8.5	9.4
$500 - 999	21.7	9.9	17.6
$1000 - 1999	49.2	6.9	42.4
$2000 - 4000	1.7	1.0	5.9
over 4000	0.0	0.3	0.0

Roughly one-fifth of the CYCC samples, compared with one-tenth of the National sample, received BEOG funds of $500 - 999.

Considering the extent and use of the BEOG monies, it is not surprising that little use was made of SEOG. The per cents of the three samples responding "none" were: National--93.6%, CYCC Transfers-in--86.1%, CYCC Freshmen--85.1%. The highest grants to the CYCC respondents included 6.4% of the Freshmen and 5.6% of the Transfers-in at the $1,000 to 1,999 level. One per cent of the National sample received comparable grants. None of the respondents reported grants of over $4,000; 0.1% of the National sample reported grants between $2,000 and 4,000.

Table 18

Support From Supplemental Educational Opportunity Grant
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
none	85.1	93.6	86.1
$1 - 499	3.2	3.1	6.9
$500 - 999	5.3	2.2	1.4
$1000 - 1999	6.4	1.0	5.6
$2000 - 4000	0.0	0.1	0.0
over 4000	0.0	0.0	0.0

Although in the majority of cases, state or federal educational grants make postsecondary attendance possible, some students need something additional and/or different. The college work/study grant is such an option. In none of the samples do more than 22% of the respondents use college work/study. In no instance do more than 10% of our samples report support greater than $1.00-499. Five per cent of the National and Transfers-in groups expect $500 to 999; 5% of the CYCC Freshmen and Transfers-in expect $1,000 to 1,999. One tenth of one per cent of the National sample and 1.1% of the CYCC Freshmen expect over $4,000.

Table 19

Support from College Work-Study Grant
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
none	80.9	87.8	77.5
$1 - 499	9.6	6.2	8.5
$500 - 999	3.2	5.2	5.6
$1000 - 1999	5.3	0.6	5.6
$2000 - 4000	0.0	0.1	2.8
over 4000	1.1	0.1	0.0

About half of the CYCC samples as compared with 3.1% of the National sample expect $1,000 - 1,999 from a state scholarship or grant. The overwhelming majority of the National sample (81.7%) expect no state scholarship or grant; comparative figures for the CYCC Freshmen and Transfers-in samples are 32.1% and 27.3% respectively.

Table 20

Support From State Scholarship or Grant
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
none	32.1	81.7	27.3
$1 - 499	6.6	9.3	1.3
$500 - 999	9.4	5.2	18.2
$1000 - 1999	48.1	3.1	50.6
$2000 - 4000	2.8	0.6	2.6
over 4000	0.9	0.1	0.0

Private sources of financial aid as well as local sources are rarely used by CYCC Freshmen and Transfers-in. One tenth of the National sample reports assistance of $1.00--499. from such sources. Local or private sources of support assist only

Table 21

Support from Local or Private Scholarship or Grant
Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	91.9	82.0	94.4
$1 - 499	1.0	10.3	1.4
$500 - 999	1.0	3.8	1.4
$1000 - 1999	4.0	2.5	2.8
$2000 - 4000	1.0	0.9	0.0
over 4000	1.0	0.4	0.0

a small fraction of college students--less than one-fifth of the National sample Freshmen, between a tenth and a twentieth of the CYCC samples.

Students can borrow funds for their education but, for obvious reasons, are reluctant to do so. Federal guaranteed student loans are taken by 2.1% of CYCC's Freshmen, 5.6% of the Transfers-in, and 9.5% of the National sample. The amounts borrowed vary as can be seen in Table 22 below.

Table 22

Support From Federal Guaranteed Student Loans
Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	97.9	90.5	94.4
$1 - 499	1.1	1.9	1.4
$500 - 999	0.0	2.3	1.4
$1000 - 1999	0.0	4.2	2.8
$2000 - 4000	0.0	1.0	0.0
over 4000	1.1*	0.1	0.0

* Total exceeds 100%

The National Direct Student Loan and other loans figures are similar to those just given.

Table 23

Support from National Direct Student Loan
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
None	95.0	90.4	97.2
$1 - 499	3.0	3.2	2.8
$500 - 999	1.0	3.5	0.0
$1000 - 1999	0.0	2.7	0.0
$2000 - 4000	0.0	0.2	0.0
over 4000	1.0	0.0	0.0

Table 24

Support from Other Loan
Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	99.0	93.9	98.6
$1 - 499	0.0	1.8	1.4
$500 - 999	0.0	1.5	0.0
$1000 - 1999	0.0	2.3	0.0
$2000 - 4000	0.0	0.5	0.0
over 4000	1.0	0.1	0.0

The patterns for each sample remain as described above.

A few students in all three samples follow the "learn as you earn" route. These students, who describe support from full-time employment, constitute 15% of the CYCC Freshmen, 7% of the Transfers-in and 9% of the National sample. Small percentages in each sample report earnings of over $4,000. One suspects that much of the "full-time employment" occurs during the summer. Most of the students do not claim full-time employment.

Table 25

Support from Full-Time Employment
Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	85.1	91.3	93.0
$1 - 499	6.4	4.2	1.4
$500 - 999	2.1	2.3	0.0
$1000 - 1999	2.1	1.2	2.8
$2000 - 4000	1.1	0.6	1.4
over 4000	3.2	0.4	1.4

Most of the students in the CYCC samples (Freshmen--82.2%, Transfers-in--88.9%) do not claim part-time employment, while the National sample (64%) does. A small percentage of students in each sample claims high earnings from part-time employment.

Table 26

Support from Part-time Employment
Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	82.2	36.0	88.9
$1 - 499	13.3	41.7	5.6
$500 - 999	1.1	15.5	1.4
$1000 - 1999	1.1	5.4	2.8
$2000 - 4000	1.1	1.2	1.4
over 4000	1.1	0.2	0.0

The respondents indicate that if they save any money at all, it isn't much. In any case, most of the CYCC samples (85.7% Freshmen, 86.5% Transfers-in) suggest that none of their Freshman year expenses will come from savings; 47.3% of the National sample respond in like manner. Over a third of the National sample, an eighth of the CYCC Freshmen, and a twelfth of the Transfers-in plan to use between one and five hundred dollars of savings for 1975-6 college expenses.

Table 27

Support from Savings

Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	85.7	47.3	86.5
$1 - 499	12.1	36.2	8.1
$500 - 999	1.1	9.7	4.1
$1000 - 1999	0.0	4.7	1.4
$2000 - 4000	0.0	1.7	0.0
over 4000	1.1	0.4	0.0

Although few of the respondents are married, less than 10% of the entire sample expects support from spouse, the support expected by those who are married is concentrated in the higher dollar levels. This is particularly true for Transfers-in

Table 28

Support from Spouse
Student Information Form, 1975

Category	% CYCC	% National	% Transfer
none	95.8	98.4	92.9
$1 - 499	1.1	0.9	0.0
$500 - 999	1.1	0.3	0.0
$1000 - 1999	1.1	0.2	4.3
$2000 - 4000	0.0	0.1	1.4
over 4000	1.1	0.1	1.4

among whom those expecting support from spouse anticipate a minimum of $1,000 to help with 1975-6 college expenses. The CYCC patterns a) differ from one another, and b) are dif-

ferent from that of the National sample.

Some questions were inserted by members of CYCC, thus no National sample is available for comparative purposes. Our questions are identified by "CYCC Questions" in the last line of the Table's title. Table 29, below, in effect turns the tables. We asked students to respond to "In addition to myself,

Table 29

Student's Financial Responsibility
For support of Self and Others
Student Information Form. 1975

Category	CYCC Freshmen	CYCC Transfers
0	56.6	35.9
1	19.5	28.3
2	11.5	20.7
3	7.1	6.5
4 or more	5.3	8.7

I am responsible for the financial support of ---(Mark one)". Over forty per cent of the Freshmen, and over sixty per cent of the Transfers-in marked an option other than zero. Five per cent of the Freshmen, and over eight per cent of the Transfers-in responded "4 or more". This finding, especially when coupled with the employment findings (see Tables 19, 25, 26) provides another index to the uniqueness of CYCC's student body. When one considers the sex bias in CYCC's current student body, plus its age and racial composition, there emerge highly motivated, young adult black women responsible for the financial support of one or more children (plus possibly their

caretaker): these students represent one pattern of "typical" CYCC students. In short, each degree granted has the potential of promoting a better life for a constellation of related persons often belonging to three generations. Examination of the sex of respondents supports the pattern described as well as another, namely that of the male student who provides financially for one, two or three persons other than himself--a category including 34% of the male respondents to this question. Comparable responses were given by 39% of the women of whom 22% acknowledged responsibility for one other person (compared to 10.3% of the males).

Table 30

Student's Children Living at Home
Student Information Form, 1975

Category	% CYCC Freshmen	% CYCC Transfers
0	60.3	40.9
1	17.2	25.8
2	10.3	15.1
3	12.1	15.1
none at home	0.0	3.2

When CYCC students are asked to give information about their children living at home, 40% of the Freshmen and 56% of the Transfer-in samples respond affirmatively. Freshmen--17.2% and Transfers-in--25.8% having one child rank next to those having no children. This is a sizable proportion of both samples. Among the Transfers-in, the student parent is usually a woman whether one, two, or three children are involved. An interesting

finding concerning the CYCC Freshmen student parents is that those having one child living at home tend to be male, those having two children living at home tend to be female, but it is almost equally likely that a Freshman parent of three children living at home will be a mother or father, with only slightly higher probability that such a parent will be a mother.

As every parent knows, the presence of children in the home is usually not conducive to quiet, concentrated activities such as studying. The student and parent roles are best separated in space and/or time for efficient performance. Where this is not possible, one role performance suffers, conflicts are aggravated, satisfactions are minimized and frustrations are increased. We have evidence at CYCC from past studies that students' academic performance declines under circumstances such as described above. We do not have information about what happens to the children. It might be that planning for and implementing child care facilities, preferably (but not exclusively) on a co-operative basis, in currently available neighborhood YMCA facilities would increase retention among this group of CYCC students whose motivation cannot be questioned. Should such efforts be made, time for study needs to be added to class and transportation time for the students involved.

In view of the difficulties outlined for CYCC students, it is surprising that half of the Freshmen expect to complete their Associate degree in four semesters. Since the Transfers-in have varying amounts of college credit when they enter CYCC

their response is less meaningful, however 64% of them expect the Associate degree in four semesters. Roughly one-fifth of both samples play it safe and expect the Associate degree to take five semesters. A smaller group of Freshmen chooses six or eight semesters (13%). Slightly less than one-fifth of the Transfers-in anticipate that the Associate degree will take them more than five semesters to achieve.

Table 31

Students' Estimate of Semesters Need to Complete Associate Degree

Student Information Forms 1975

Category	% CYCC Questions CYCC Freshmen	% CYCC Transfers
4	50.0	64.0
5	21.0	18.6
6	13.0	9.3
7	3.0	1.2
8	13.0	7.0

CYCC students, whether Freshmen or Transfers-in, depend heavily upon metropolitan public transportation. Few walk to school; few drive their own cars; most use a combination of transportation facilities.

Table 32

Method of Transportation to CYCC
Student Information Form, 1975

Category	% CYCC Questions CYCC Freshmen	% Transfers
CTA subway or El	27.1	39.4
CTA bus	29.7	22.3
CTA bus & subway	37.3	30.9
own car	3.4	5.3
other	2.5	2.1

Of the entering CYCC Freshmen 15% live between 100 and more than 500 miles from CYCC. More than three-quarters of the CYCC Freshmen live within 50 miles of CYCC. One-fifth of the Transfers-in live between 100 or more than 500 miles from CYCC. Almost three-quarters of the Transfers-in live within 50 miles of CYCC. In comparison within the National

Table 33

Distance from Student's Home to College
Student Information Form, 1975

Category	% CYCC	% National	% Transfers
5 miles or less	14.8	12.1	14.9
6 - 10 miles	32.0	14.4	27.2
11 - 50 miles	31.4	25.6	30.7
51 - 100 miles	7.1	13.4	7.0
101 - 500 miles	4.1	26.2	2.6
more than 500 miles	10.7	8.2	17.5

sample, a higher proportion of CYCC's students live closer to CYCC, and a smaller proportion of them live far away: 100--500 plus miles range--34.4%; less than 50 miles--51.5%. A smaller per centage of the National sample, than that of the CYCC samples is found within each of the three closest categories.

Since CYCC students must travel to reach school, since they are also burdened in ways atypical of the generality of students, it is surprising that 81% of the entering Freshmen and 66.7% of the Transfers-in state that they have classes at CYCC "five or more days a week". The question did not inquire about the student's attendance.

Perhaps scheduling which did not require such heavy outlays of transportation time (and fare costs) would improve attendance and student academic performance.

Table 34

Student's Attendance by Number of Days Per Week
Student Information Form, 1975

Category	% CYCC Freshmen	% Transfers
1 day	1.0	1.1
2 days	1.9	2.3
3 days	7.6	12.6
4 days	8.6	17.2
5 or more days	81.0	66.7

It is hard to explain the groups attending four days a week on any rational basis.

The next three questions dealt with student behavior related to academic matters: hours of study per week, per course; library visits; persons sought when problems occur.

Students seem aware of the necessity for studying for each course. More than 95% of the Freshmen and Transfers-in report per course weekly study estimates of 1 to 6 hours. A few students in both samples admit that they have been remiss. However, study differs from the more passive activity of running one's eyes over the textbook page. Faculty

Table 35

Student's Estimate of Hours Per Week
Study for Each Course
Student Information Form, 1975

Category	% CYCC Freshmen	% Transfers
0 hours	1.0	2.4
1 - 2 hours	32.0	23.5
3 - 4 hours	33.0	42.4
6 or more hours	32.0	30.6
I have not studied, no time	1.9	1.2

responded with hilarity to Table 35.

Better than one-third of students in both groups said they had been inside the library too many times to count. Among the Freshmen, 18.4%, as compared with 11.8% of the Transfers-in, reported no visits to the library. On the whole reported library usage is high. There appears no reason to doubt the veracity of the figures. The CYCC library is host to a variety of activities.

Table 36

Student's Estimate of Times Inside
Library Since Entering CYCC
Student Information Form, 1975
CYCC Questions

Category	% CYCC Freshmen	% Transfers
0	18.4	11.8
1 - 2	10.7	20.0
3 - 4	13.6	14.1
5 - 6	19.4	18.8
too many to count	37.9	35.3

Students in both samples--roughly two-fifths of them--seek a counselor when a problem occurs at CYCC. An additional two-fifths of the Freshmen seek neither a teacher, counselor, financial officer nor a friend when a problem occurs. The same holds for one-quarter of the Transfers-in. Apparently CYCC new students are more satisfied with the assistance given them by counselors. There is room for improvement, particularly differentiation of services among the three

Table 37

Persons Sought for Help Where a Problem Occurs at CYCC
Student Information Form, 1975
CYCC Questions

Category	% CYCC Freshmen	% Transfers
Teacher	10.0	17.9
Counselor	40.0	42.9
Financial Aid Officer	3.0	2.4
Friend	7.0	8.3
none of the above	40.0	28.6

CYCC staff personnel mentioned.

Finally, the majority of CYCC new students in our samples have no paid employment: Freshmen--71.6%, Transfers-in--66.7%. A small group (Freshmen--16.7%, Transfers-in--14.9%) have 11 to 20 hours weekly of paid employment. Data in Table 38 validates that of Tables 19, 25, and 26.

Table 38

Hours Per Week of Paid Employment on Job
Student Information Form, 1975
CYCC Questions

Category	% CYCC Freshmen	% Transfers
0, no job	71.6	66.7
1 - 10 hours	2.9	3.4
11 - 20 hours	16.7	14.9
21 - 40 hours	6.9	10.3
40 or more hours	2.0	4.6

Summary: Highlights of Differences between CYCC's Freshmen and Transfers-in and a National Sample of College Entrants.

1. The Samples.

A National sample of 300,000 students in 562 postsecondary institutions was given the Student Information Form, 1975. Among CYCC first-time, entering Freshmen, 187 returned usable SIF forms; 12 part-time CYCC students responded but their number is too small to use in the analyses.

2. The Categories.

Categories in which CYCC students differ from the National sample are: sex, race, educational background, religion, marital status, parental employment and education, probable field of study, and economic status. Each of these categories will be highlighted from the findings for Freshmen and Transfer-in Fall, 1975 respondents.

3. The Responses.

Sex. The National sample was almost evenly divided between males and females with 6.5% more males. The CYCC Freshmen sample contained almost three times as many females as males. The Transfer-in sample contained one-third males, two-thirds females.

Race. The January 26, 1976 issue of Newsweek in reporting on this study states, "This year's freshman class includes the highest proportion of black students--9 per cent--in U.S. History." CYCC's Freshmen sample contained 84%. The Transfers-in were 78% black. The per centage of Puerto Rican members was also high for the Freshmen sample while the white per centage was

low. Transfers-in included larger per centages of minority group members than either the National or Freshmen samples: Orientals, Mexican-Americans, and Chicanos. The white per centage was smaller than in the other two samples.

Educational background. Among the Freshmen, a high per centage never completed high school, a high percentage delayed between high school and college, a high per centage obtained the G.E.D. and 14% (again high) never completed high school. These differences reflect divergences between CYCC entrants and the National norms. Transfers-in, if they graduated from high school did so four or more years ago; for 20% CYCC is the second college at least, and one-fifth of this group has not graduated from high school; three times the per cent of Transfers-in as of Freshmen have taken and passed the G.E.D; twenty times as high a percentage of CYCC Transfers-in have GED credentials as is the National norm.

Age. As expected, the CYCC Freshmen are significantly older than the National norm. The Transfers-in are all over the age of 19; 65% of them are over the age of 22. 90% of the National sample is 18 or 19 years old.

Religion. The National sample distributed by religious preference includes 17 categories. Five categories sufficed to explain the CYCC samples: Baptist, Methodist, Roman Catholic, None, Other. Both CYCC samples are heavily Baptist in contrast to the National sample. Second is the preference Roman Catholic which is favored by over a fifth of both CYCC samples, and 34% of the National sample. Freshman fathers are seen as significantly less religious than are the Transfer-in or National sample fathers.

Mothers in all three samples are considered highly religious. One-fifth of the Transfers-in report "none" as a religious preference; this is abnormally high for all three groups.

Marital status. 2% of the National sample is married. CYCC Freshmen report 20% married; Transfers-in report 30%. If married, members of both CYCC samples expect educational support from spouse.

Parental education and employment. Parents of the National sample tend to be high school graduates or to have had some college; a smaller per centage finished college. Parents of the CYCC samples tend not to have graduated from college. While the Transfers-in have a slight edge on high school graduate parents, the Freshmen have more parents who have attended--but not graduated from--college. Education of parents of both samples is thus significantly lower than of the National sample. Parents of the National sample tend to be in business or in skilled occupations, and such parents tend to be fathers. Among the CYCC samples parents tend to be semi-skilled or skilled workers. One fifth of the mothers of both CYCC samples are listed as umemployed; so are one-seventh of the Transfer-in fathers (a very high per centage). Estimated parental income of 66% of CYCC Freshmen and 60% of Transfers-in was $5999 or less significantly below that of the National sample.

Student's probable field of study. The favored fields of study for the National sample are: business, education, non-technical

fields, all weak preferences involving less than one-fifth of the sample. CYCC Freshmen choose business followed by health professions and other technical fields; these choices are stronger than the National sample preferences. The Transfers-in select business, other technical fields, health professions and the social sciences, again displaying more definiteness than the National sample did.

Ecomomic status. While all students are feeling economic pressures these days, CYCC students fare considerably worse than the National sample does. Both CYCC groups express feelings of high anxiety about financing their college education; the National sample also express concern but a lesser degree of it. The National sample has expectation of financial assistance from various sources which both the CYCC samples do not perceive: parents, family, gifts, loans, private foundations, borrowing. CYCC Freshmen and Transfers-in rely heavily upon BEOG funding.

CYCC students--whether Freshmen or Transfers-in--state that in addition to their own financial support they are responsible for the economic welfare of one or more people. How this is accomplished is not made clear. Most CYCC Freshmen and Transfers-in are unemployed. More CYCC Freshmen and Transfers-in state that they are attending this college because a) they could not get a job, and b) a friend suggested it than is the case for the National sample which apparently chose its postsecondary institutions for different reasons.

Both CYCC Freshmen and Transfers-in come from families having significantly less annual income than does the National sample. This is not surprising since so many CYCC parents are unemployed unskilled or semi-skilled workers.

Appendix A

Appendix A

Planning Calendar

4/18/75	Heynes' letter to Dr. Canar
5/09/75	IR response to Dr. Canar's questions about utility of SIF
5/12/75	Permission to proceed
5/15/75	Notes on plan of administration of SIF, 1975
5/23/75	Notes of meeting on student profile data collection
5/27/75	Response to A.C.E. with questions
6/24/75 thru 8/01/75	Circulation of CIRP, SIF, 1975 among administrators
7/05/75	Memo from Dean of Students circulated
10/9/75	Notes on use of Self Study Enviromental Questions: notes of meeting held
10/23/75	Circulation of additional questions
11/10/75	Received 900 SIF
11/25/75	Letter to sample classes
11/26/75	Original Settles administration date usurped by all day orientation on Institutional Objectives
12/1/75	CIRP/SIF day
12/2/75	CIRP/SIF day
12/15/75	Letter of response to complaining faculty member
4/09/76	400 CIRP on hand, 27 filled in; re-circulation to extention centers.

0118

PLEASE PRINT YOUR NAME _____ (First / Middle or Maiden / Last)

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

When were you born?

Month (01-12) Day (01-31) Year

1975 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes . . ○ No . . ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

Alexander W. Astin

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED — GRP. CODE

1. Your sex: Male . . ○ Female . . ○

2. Are you a veteran?
(Mark one) No ○ Yes . . ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21	○
17	○	22	○
18	○	23-25	○
19	○	26-29	○
20	○	30 or older	○

4. In what year did you graduate from high school? (Mark one)

1975	○	Did not graduate but	
1974	○	passed G.E.D. test	○
1973	○	Never completed	
1972 or earlier	○	high school	○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You.)

5. Was your high school program: (Mark one)
College preparatory? . . . . . ○
Other? (For ex., vocational) . . . . . ○

6. What was your average grade in high school? (Mark one)

A or A+	○	B+	○
A-	○	B	○
B-	○	C	○
C+	○	D	○

7. How well do you feel that your high school prepared you in the following areas:

(Mark one in each row)	Very Well	Fairly Well	Poorly
Mathematical skills	○	○	○
Reading and composition	○	○	○
Foreign languages	○	○	○
Science	○	○	○
History, social sciences	○	○	○
Vocational skills	○	○	○
Musical and artistic skills	○	○	○
Study habits	○	○	○

8. Are you enrolled (or enrolling) as a:
(Mark one) Full-time student? . . ○
Part-time student? . . ○

9. Prior to this term, have you ever taken courses for credit at this institution?
Yes . . . ○ No . . . ○

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No	○	○
Yes, at a junior or cmty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

11. How many miles is this college from your parents' home? (Mark one)

5 or less	○	51-100	○
6-10	○	101-500	○
11-50	○	More than 500	○

12. How much financial aid are you receiving from this college for this academic year?
(Write in actual dollar amounts; write "0" if none)

Grants . . . . . $ _____
Loans . . . . . $ _____
Work-study . . . . . $ _____

13. If you are receiving financial aid from this institution, what is your understanding as to the basis on which your aid was awarded? (Mark one in each row)

	Major Reason	Minor Reason	Not a Reason
Financial need	○	○	○
Academic talent	○	○	○
Athletic talent	○	○	○
Other special talent	○	○	○

14. Is this college your: (Mark one)
First choice? . . ○ Less than second
Second choice? ○ choice? . . . ○

15. To how many colleges other than this one did you apply for admission this year? (Mark one)

None other	○	1	○	3	○
	○	2	○	4	○
				5	○
				6 or more	○

Note

16. How many other acceptances did you receive this year? (Mark one)

None	○	1	○	3	○
	○	2	○	4	○
				5	○
				6 or more	○

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17 a. What were the other colleges to which you applied for admission? (If you applied to more than three others, name the three that were most preferred)

	Name of Institution	City, State	b. Were you accepted for admission? Yes	No	c. How much financial aid were you offered for the first year? (Write in actual dollar amounts; write "0" if none was offered) Grants	Loans	Work-Study
1.			○	○	$	$	$
2.			○	○	$	$	$
3.			○	○	$	$	$

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	$1–$499	$500–$999	$1,000–$1,999	$2,000–$4,000	Over $4,000
Parental, or family aid, or gifts	○	○	○	○	○	○
Grants or Scholarships:						
Basic Educational Opportunity Grant	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○
College Work-Study grant	○	○	○	○	○	○
State scholarship or grant	○	○	○	○	○	○
Local or private scholarship or grant	○	○	○	○	○	○
Loans						
Fed. guaranteed student loan	○	○	○	○	○	○
Nat'l direct student loan	○	○	○	○	○	○
Other loan	○	○	○	○	○	○
Full-time work	○	○	○	○	○	○
Part-time or summer work (other than above)	○	○	○	○	○	○
Savings	○	○	○	○	○	○
Spouse	○	○	○	○	○	○
Your G.I. benefits	○	○	○	○	○	○
Your parent's G.I. benefits	○	○	○	○	○	○
Social secur. dependent's benefits	○	○	○	○	○	○
Other	○	○	○	○	○	○

19. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (Mark one)

None	○	$2,000–$2,999	○
Less than $500	○	$3,000–$4,999	○
$500–$999	○	$5,000–$9,999	○
$1,000–$1,999	○	$10,000 or more	○

20. Are you financially independent of your parents this year? Were you financially independent last year?

	Yes	No		Yes	No
This year	○	○	Last year	○	○

21. Are you: (Mark one)

- Not presently married ○
- Married, living with spouse ○
- Married, not living with spouse ○

22. Have you taken any of the following tests?

(Mark one for each)	Yes	No	Don't Remember
SAT	○	○	○
ACT	○	○	○
PSAT (11th grade)	○	○	○

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23. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

N = Not Important; S = Somewhat Important; V = Very Important

	V	S	N
My relatives wanted me to come here	○	○	○
I wanted to live away from home	○	○	○
My teacher advised me	○	○	○
This college has a very good academic reputation	○	○	○
I was offered financial assistance	○	○	○
Someone who had been here before advised me to go	○	○	○
This college offers special educational programs	○	○	○
This college has low tuition	○	○	○
My guidance counselor advised me	○	○	○
I wanted to live at home	○	○	○
I could not get a job	○	○	○
A friend suggested attending	○	○	○
A college representative recruited me	○	○	○
It will help me get a better job	○	○	○

24. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

25. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

26. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

27. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

28. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

29. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $3,000	○	$15,000–19,999	○
$3,000–3,999	○	$20,000–24,999	○
$4,000–5,999	○	$25,000–29,999	○
$6,000–7,999	○	$30,000–34,999	○
$8,000–9,999	○	$35,000–39,999	○
$10,000–12,499	○	$40,000–49,999	○
$12,500–14,999	○	$50,000 or more	○

30. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

31. What is:

(M) Your mother's current occupation?
(F) Your father's current occupation?
(Y) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

	Y	F	M
Accountant or auditor	Y	F	M
Architect or urban planner	Y	F	M
Artist (painting, sculpture, etc.)	Y	F	M
Business: banker or financier	Y	F	M
Business: buyer or purchasing agent	Y	F	M
Business: manager or administrator	Y	F	M
Business: owner or proprietor	Y	F	M
Business: public relations or advertising	Y	F	M
Business: sales worker	Y	F	M
Carpenter	Y	F	M
Clergy or religious worker	Y	F	M
Clerical worker: secretary, stenographer, typist, or bookkeeper	Y	F	M
Clerical worker: other	Y	F	M
Commercial artist, designer, decorator	Y	F	M
Computer programmer or analyst	Y	F	M
Construction craftsman, n.e.c.*	Y	F	M
Counselor: guidance, family or school	Y	F	M
Dentist (including orthodontist)	Y	F	M
Draftsman	Y	F	M
Driver: truck, taxi or bus	Y	F	M
Electrician	Y	F	M
Engineer	Y	F	M
Factory worker, n.e.c.*	Y	F	M
Farm or ranch laborer	Y	F	M
Farm or ranch owner or manager	Y	F	M
Foreman, n.e.c.*	Y	F	M
Forester, conservationist, fish or wildlife specialist	Y	F	M
Government official, administrator or politician	Y	F	M
Home economist or dietitian	Y	F	M
Homemaker (full-time)	Y	F	M
Lawyer or judge	Y	F	M
Librarian or archivist	Y	F	M
Laborer (unskilled or semi-skilled)	Y	F	M
Law enforcement officer	Y	F	M
Mathematician, statistician or actuary	Y	F	M
Mechanic, machinist or repairman	Y	F	M
Military (career)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Performing artist, musician or entertainer	Y	F	M
Pharmacist or pharmacologist	Y	F	M
Physician or surgeon	Y	F	M
Plumber	Y	F	M
Psychologist (clinician or therapist only)	Y	F	M
Scientific researcher	Y	F	M
Service worker: private household (maid, cook, etc.)	Y	F	M
Service worker: protective (other than law enforcement)	Y	F	M
Service worker: other	Y	F	M
Skilled tradesman, n.e.c.*	Y	F	M
Social, welfare or recreation worker	Y	F	M
Teacher, professor or administrator: college, university	Y	F	M
Teacher or administrator: secondary	Y	F	M
Teacher or administrator: elementary	Y	F	M
Teacher or education specialist: other than above	Y	F	M
Technician or technologist (health)	Y	F	M
Technician or technologist (other)	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Veterinarian	Y	F	M
Writer, journalist, interpreter	Y	F	M
Other occupation, n.e.c.*	Y	F	M
Unemployed		F	M
Undecided	Y		

*Not elsewhere classified

Continued in the next column

32. Current religious preference:

(Mark one in each column)

	Yours	Father's	Mother's
Baptist	Y	F	M
Congregational (U.C.C.)	Y	F	M
Eastern Orthodox	Y	F	M
Episcopal	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Muslim	Y	F	M
Presbyterian	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Unitarian-Universalist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

MAKE SURE YOU HAVE ANSWERED ITEM 32

33. Mark one in each row:

(1) Disagree Strongly
(2) Disagree Somewhat
(3) Agree Somewhat
(4) Agree Strongly

	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
State and Fed. governments should provide more money for private colleges and universities	4	3	2	1
The Federal government should help college students with more grants instead of loans	4	3	2	1
There is too much concern in the courts for the rights of criminals	4	3	2	1
People should not obey laws which violate their personal values	4	3	2	1
As long as they work hard, people should be paid equally regardless of ability or quality of work	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
Parents should be discouraged from having large families	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Large political campaign contributions from wealthy individuals should be outlawed	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Compared to most older people in their forties and fifties, young people these days are more idealistic	4	3	2	1
Young people these days understand more about sex than most older people	4	3	2	1
College officials have the right to regulate student behavior off campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College grades should be abolished	4	3	2	1
Colleges would be improved if organized sports were de-emphasized	4	3	2	1
Student publications should be cleared by college officials	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4	3	2	1
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	4	3	2	1
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	4	3	2	1
The federal government should do more to discourage energy consumption	4	3	2	1
Students have the right to demonstrate to prohibit speakers from coming to campus	4	3	2	1

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34 Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech and Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS
- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial studies
- Other Business

EDUCATION
- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING
- Aeronautical or Astronautical Eng
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE
- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL
- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE
- Anthropology
- Economics
- Geography
- Political Science (govt., international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS
- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other Field
- Undecided

35. Indicate the importance to you personally of each of the following: (Mark one for each item)

(N) Not Important — (S) Somewhat Important — (V) Very Important — (E) Essential

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

36. What is your best guess as to the chances that you will: (Mark one for each item)

(N) No Chance — (L) Very Little Chance — (S) Some Chance — (V) Very Good Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Live in a commune while in college?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Need tutoring in some courses	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Find a job after graduation in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Get married within a year after college? (skip if married)	V	S	L	N

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?

Yes ◯ No ◯

37. (A)(B)(C)(D)(E)			42. (A)(B)(C)(D)(E)
38. (A)(B)(C)(D)(E)			43. (A)(B)(C)(D)(E)
39. (A)(B)(C)(D)(E)			44. (A)(B)(C)(D)(E)
40. (A)(B)(C)(D)(E)			45. (A)(B)(C)(D)(E)
41. (A)(B)(C)(D)(E)			46. (A)(B)(C)(D)(E)

The remaining codes are provided for items specific to your college (other than the Laboratory for Research on Higher Education). If your college has chosen to use the circles, observe carefully the supplemental directions given you.

THANK YOU!

Prepared by the Laboratory for Research on Higher Education, University of California, Los Angeles, California 90024 Processed by Intron Corporation 4555 West 77th Street Minneapolis, Minnesota 55435

SE 501

1975 STUDENT INFORMATION FORM

37. Which citizenship category below applies to you? (Mark one)

a. United States Citizen
b. foreign student on visa
c. refugee
d. other

38. In addition to myself, I am responsible for the financial support of (Mark one)

a. no other person
b. one person
c. two people
d. three people
e. four or more people

39. I have (Mark one)

a. no children
b. one child living at home
c. two children living at home
d. three, or more, children living at home
e. children, but none of them live at home

40. Completing my Associate degree will take me (Mark one)

a. four semesters
b. five semesters
c. six semesters
d. seven semesters
e. eight semesters

41. How do you get to CYCC? (Mark one)

a. CTA subway or elevated
b. CTA bus
c. CTA bus and subway
d. own car
e. other

42. How many days a week do you have classes at CYCC this semester? (Mark one)

a. one
b. two
c. three
d. four
e. five or more

43. How many hours a week of paid employment does your job involve? (Mark one)

a. 0, have no job
b. 1-10
c. 11-20
d. 21-40
e. over 40

44. Who do you visit when you have a problem at CYCC? (Mark one)

a. a teacher
b. a counselor
c. a financial aid officer
d. a friend
e. none of the above

45. How many hours per week would you say you study for <u>each</u> of your courses? (Mark one)

a. none
b. one or two hours per week
c. three or four hours per week
d. six or more hours per week
e. I have not studied because I do not have time.

46. How many times have you been inside the library since you started school at CYCC? (Mark one)

a. none
b. one or two times
c. three or four times
d. five or six times
e. too many times to count

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 23 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES